

MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
Fall 2012
SW 500 Social Work Practice I

This document does not constitute a contract with the University, it contains guidelines.

Academic Term and Year:	Fall 2012
Course Prefix and Number	SW 500-01
Course Title:	Social Work Practice I
Credit Hours:	3
Days, Time and Location of Class:	Tuesday, 6:00 PM – 8:40 PM Sutton Administration Building Room 202
Professor:	Ann-Marie Jones, Ph.D., MSW
Office Location:	Room 209 Department of Social Work Sutton Administration Building
Office Hours:	Monday: 1:00pm – 5:00pm Tuesday: 1:00pm - 5:00pm Wednesday: 10:00am – 1:00pm
Office Phone Number:	(662) 254-3054
Main Office Number:	(662) 254-3365
E-Mail Address:	annmarie.jones@mvsu.edu
Prerequisite:	Admission to the MSW Program

Required Technology Skills:

Students in this class are expected to be efficient in the use of computers, the internet and PowerPoint.

CATALOG COURSE DESCRIPTION:

Presents the history of social work practice, values and ethics, generalist practice within an ecosystems theoretical framework, empowerment and strengths perspectives, and rural social work practice with emphasis on micro practice (3).

COURSE DESCRIPTION:

This course helps the student to blend knowledge, values and skills into social work practice. Students learn to incorporate a generalist perspective when engaging, assessing and intervening with clients. Much emphasis will be placed upon skill development in assessment and intervention in course assignments. This course pursues two primary goals. First it aims to teach students the relationship building, interviewing, and problem solving skills necessary for them to work with individual and family client systems. The second major goal is to introduce students to the generalist perspective. They will learn to view both personal and environmental issues when working with clients.

The following stages of a generalist perspective are highlighted in this course:

- ❖ Prioritizing Problems
- ❖ Collecting and assessing data
- ❖ Planning and contracting
- ❖ Identifying alternative interventions
- ❖ Selecting and implementing appropriate courses of action
- ❖ Evaluation
- ❖ Termination.

The importance of cultural competency in working with diverse populations is highlighted. The impact of discrimination, economic deprivation and oppression, rural lifestyle and culture, along with the knowledge of values, customs and religions beliefs within populations with a special focus on differential assessment and intervention techniques are stressed throughout the course.

DEPARTMENT OF SOCIAL WORK/MSW PROGRAM MISSION STATEMENT

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural areas. The Master of Social Work (MSW) Program prepares students for professional social work practice at the micro, mezzo, and macro levels. Through the curriculum, the program instills in students advanced social work knowledge, values, and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta in which the University is located and committed to serve, as well as rural areas globally. Within the framework of rural social work, the area of concentration is Child and Family Welfare.

PROGRAM GOALS

1. Educate students for social work positions for advanced levels of practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

COMPETENCIES

1. **EPAS Competency: 2.1.1** Identify as a professional social worker and conduct oneself accordingly.
2. **EPAS Competency: 2.1.2** Apply social work ethical principles to guide professional practice.
3. **EPAS Competency: 2.1.3** Apply critical thinking to inform and communicate professional judgments.
4. **EPAS Competency: 2.1.4** Engage diversity and difference in practice.
5. **EPAS Competency: 2.1.5** Advance human rights and social and economic justice.
6. **EPAS Competency: 2.1.6** Engage in research-informed practice and practice-informed research.
7. **EPAS Competency: 2.1.7** Apply knowledge of human behavior and the social environment.
8. **EPAS Competency: 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice
9. **EPAS Competency: 2.1.9** Respond to contexts that shape practice
10. **EPAS Competency: 2.1.10(a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
11. **Rural Competency: 2.1.11** Utilize appropriate interventions within a rural practice framework.

EXPECTED PRACTICE BEHAVIORS

Course Competencies:	Course Practice Behaviors	Assessment of Practice Behaviors
2.1.1. Identify as a professional social worker and conduct oneself accordingly.	a. advocate for client access to the services of social work; b. practice personal reflection and self-correction to assure continual professional development; c. attend to professional roles and boundaries; d. demonstrate professional demeanor in behavior, appearance, and communication.	1. Practice Skill Videos 2. Role play and mock interviews 3. Research paper 4. Class discussions
2.1.2. Apply social work ethical principles to guide professional practice.	a. recognize and manage personal values in a way that allows professional values to guide practice; b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics; c. tolerate ambiguity in resolving ethical conflicts; and d. apply strategies of ethical reasoning to arrive at principled decisions.	1. Practice Skill Videos 2. Role play and mock interviews 3. Research paper 4. Class discussions
2.1.3. Apply critical thinking to inform and communicate professional judgments.	a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; b. analyze models of assessment, prevention, intervention, and evaluation; and c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	1. Practice Skill Videos 2. Role play and mock interviews 3. Research paper 4. Class discussions

<p>2.1.4. Engage diversity and difference in practice.</p>	<p>a. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; c. recognize and communicate their understanding of the importance of difference in shaping life experiences; and d. view themselves as learners and engage those with whom they work as informants.</p>	<p>1. Practice Skill Videos 2. Role play and mock interviews 3. Research paper 4. Class discussions</p>
<p>2.1.5. Advance human rights and social and economic justice.</p>	<p>a. understand the forms and mechanisms of oppression and discrimination; b. advocate for human rights and social and economic justice; and c. engage in practices that advance social and economic justice.</p>	<p>1. Class discussions 2. Practice Skill Videos 3. Role play and mock interviews</p>
<p>2.1.7. Apply knowledge of human behavior and the social environment.</p>	<p>a. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and b. critique and apply knowledge to understand person and environment.</p>	<p>1. Class discussions 2. Practice Skill Videos 3. Role play and mock interviews</p>
<p>2.1.10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</p>	<p>a2. use empathy and other interpersonal skills; b2. assess client strengths and limitations; b3. develop mutually agreed-on intervention goals and objectives; and b4. select appropriate intervention strategies. c1. initiate actions to achieve organization goals; c2. implement prevention interventions that enhance client capacities; c3. help clients resolve problems; c4. negotiate, mediate, and advocate for clients; and c5. facilitate transitions and endings. d. social workers critically analyze, monitor, and evaluate interventions.</p>	<p>1. Class discussions 2. Practice Skill Videos 3. Role play and mock interviews</p>
<p>2.1.11. Utilize appropriate intervention within a rural practice framework.</p>	<p>a. recognizes the impact of the rural environment on service delivery in rural communities; b. utilizes knowledge of rural communities to develop appropriate interventions and services for clients in rural communities.</p>	<p>1. Class discussions 2. Practice Skill Videos 3. Role play and mock interviews</p>

COURSE REQUIREMENTS

Required Textbooks:

Kirst-Ashman, K., & Hull, G. (2010). Understanding generalist practice (6th ed.). Belmont, CA: Brooks/Cole.

Supplemental Text:

O'Hare, Thomas (2009). Essential skills of social work practice: Assessment, intervention and evaluation. Chicago: Lyceum Books

Class Attendance Policy:

Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class.

Policy and Procedure on Cheating and Plagiarism

Philosophy

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

Definitions

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of “0” or “F” for the work submitted, assigning an “F” for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair. (See page 33 for examples).

Make-Up Examination Policy:

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:

The teaching/learning strategies used in this course include the following activities:

1. The Lecture - This format is used for presentation of new material and knowledge.
2. Student Discussions- Students must demonstrate an ability to critically discuss course content and generalist practice methods.
3. Role plays, mock interviews and other experiential exercises.
4. Exams – Students performance on exams will exemplify the extent to which students have mastered the course content.
5. Supplemental materials – Students will use the supplemental material and suggested textbooks to enhance the overall course learning experience. Theoretical and conceptual material is presented and discussed and then students are given the opportunity to practice and demonstrate skills via role play and Power Point presentations. Feedback from peers and instructor will be utilized to begin to “fine-tune” learned skills.
6. The “Checklist for Interviewing Clients” will be used by class members and the instructor to evaluate student role plays and video presentations. **(See checklist attached to syllabus.)**

Required Tasks/Activities:

Special Assignments

1. Direct Practice with Individuals Project - This will be an in-class video presentation allowing students to demonstrate generalist practice skills needed to work with individuals in various social work settings. Videotaping, role playing and critiquing will be utilized to assist the student in self-assessment of their skills in this area. This assignment is due no later than the Friday of the 8th week.
2. Direct Practice with Families Project. This will be the second in-class group video presentation exercise utilizing vignettes and role-play to allow the student to practice skills needed to engage families in the planned change process. Videotaping, role playing and

critiquing will be utilized to assist the students in the self-assessment of their own skills in this area. This assignment is due Friday of week 12.

3. Group Research Projects: There will be two group research papers due. You will be assigned groups at the beginning of class. Each paper will be 10 pages in length (not including cover page and references). See end of document for group assignments. Please see rubric for details of the research papers.
4. Students are required to submit a proposal to present a workshop at either Mississippi's NASW Conference or Jackson State University's Child Welfare Conference.

Instructions on Assignments: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment descriptions found in the syllabus. Written assignments are to be typewritten in Times New Roman 12 pt. font, utilizing APA style, (saved using file name ending .doc) for electronic submission. Failure to meet these guidelines will result in a loss of points.

Students are expected to submit assignments by the designated due date. Failure to submit assignment by the designated date without either prior permission or an excused reason(s) will result in a grade of "0" for that assignment.

Evaluation Procedures:

Assessment: The instructor will evaluate student performance using the following tools:

Performance Standards/Grading Policy

Group Research Papers	2 @ 100 pts.	=	200
Attendance			100
Direct Practice Projects	2 @ 100 pts. each	=	200
Proposal for Conference Presentation	50 pts.	=	50
Total		=	550

Grading Scale:

A	500 - 550
B	449 - 499
C*	399 - 448
D**	348 - 398
F	Below 347

*While a grade of "C" is passing, a student may not make more than two Cs in the Program.

**A grade of "D" is failing.

Americans with Disabilities Act (Special Needs Policy)

Students who believe that they may need accommodations in this class are encouraged to contact the Americans with Disabilities (ADA) Coordinator at 662-254-3446.

It is the policy of the Department of Social Work to accommodate students with disabilities pursuant to federal and state law. Students, however, must self-identify with the ADA Coordinator at MVSU. Any student registered at the University with a disability and who needs special accommodations should inform the instructor at the beginning of the course.

COURSE ACTIVITIES:

Week 1 8/21	-Course Overview – Discussion of Assignments The Department of Social Work’s Definition of Advanced Social Work Practice – Page 6 of the Student Handbook (online) The Department of Social Work’s Framework of Rural Social Work Practice – Page 7 of the Student Handbook (online)
Week 2 8/28	Introducing Generalist Practice Chapter 1 - Kirst-Ashman & Hull
Week 3 9/4	Class
Week 5 9/11	Micro Practice Skills – Working with Individuals Chapter 2 – Kirst-Ashman & Hull Chapter 1 of Thomas O’Hare Various Theories in Practice
Week 5 9/18	Micro Practice Skills – Working with Families Chapter 10 – Kirst-Ashman & Hull Assigned Readings
Week 6 9/25	Ethics in Social Work Practice Chapter 3 of Thomas O’Hare Text Chapter 11 of Kirst-Ashman & Hull NASW Code of Ethics Value Dilemma Exercises and Role Plays
Week 7 10/2	Engagement and Assessment in Generalist Practice Chapter 5 – Kirst-Ashman & Hull Understanding facilitative conditions Role plays
Week 8 10/9	Planning Generalist Practice – Contracting and Implementing Plan Chapters 6 and 7 – Kirst-Ashman & Hull Discussions of topics for conference presentations
Week 9 10/16	Group Research Papers #1 due today
Week 10 10/23	Evaluation, Termination and Follow-Up in Generalist Practice Chapter 8 – Kirst-Ashman & Hull Chapter 4 of Thomas O’Hare Text Presentation 1 – Direct Practice Individual Project (DVD or Flash drive) Proposals due for conference presentation
Week 11 10/30	Continuation of Chapter 4 of O’Hare Text Role Plays based upon course material
Week 12 11/6	Supportive Skills (Communications and Interviewing) Chapter 5 of O’Hare
Week 13 11/13	Case Management Skills Chapter 7 of O’Hare Role Plays/Class Discussion and feedback

Week 14 11/19-11/23	Fall Break
Week 15 11/27	Culturally Competent Social Work Practice Chapter 12 – Kirst-Ashman & Hull Presentation 2 – Direct Practice Family Project (DVD or Flash drive)
Week 16 12/4	Group Research Papers #2 due today

GRADING RUBRIC

SW 500-01 - Social Work Practice 1 Research Paper

Practice Behavior/s	Element/s of Int. Paper	Unsatisfactory Grade: (69 & below)	Satisfactory (70-79)	Proficient (80-89)	Exceptional (90-100)
Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (2.1.3a)	Integrate research sources applicable to your topic	Demonstrates no evidence of a meaningful framework for paper; an underdeveloped analysis of his/her personal assessment as demonstrated by integration of NO external scholarly sources or viewpoints	Establishes an average and predictable framework for paper; and analyzes his/her personal assessment as characterized by integration of at least 1 external scholarly source and supporting views with no oppositional views	Establishes a defensible framework for analysis of research paper; and develops a logical and integrated analysis of his/her personal assessment as characterized by integration of at least 1 external scholarly source and both supporting views and oppositional views	Establishes clear and defensible framework for research paper that reflects a logical integration of his/her analysis of assessment as characterized by integration of at least 3 external scholarly sources and both supporting views and oppositional views
Analyze models of assessment, prevention, intervention, and evaluation (2.1.3b)	Evidence given of assessment, prevention, intervention, & evaluation	Fails to present a meaningful rationale to support his/her topic, with NO examples of support for the chosen topic. Fails to evaluate strengths/weaknesses of article	Presents an average and predictable rationale to support his/her choice of topic, supported by 1 or more examples of only pros or only cons affecting the choice. Satisfactory evaluation of strengths and weaknesses of research paper	Presents a forceful rationale to support his/her topic, supported by 1 or more examples of both pros and cons of the choice. Solid logical evaluation of strengths and weaknesses of research paper	Presents coherent and convincing rationale to support his/her topic, supported by 2 or more examples of both pros and cons of the choice. Reflects realistically and evaluates critically strengths and weaknesses of research paper
Demonstrate effective oral and written communication in working with	Demonstrate Competence of writing skills (includes use of APA)	Fails to use Andrews standards for written work and assignments; NO	Presents document in a respectable format and style, using MVSU	Presents document in a respectable format and style, using MVSU standards and	Presents document in a respectable format and style; using MVSU

Practice Behavior/s	Element/s of Int. Paper	Unsatisfactory Grade: (69 & below)	Satisfactory (70-79)	Proficient (80-89)	Exceptional (90-100)
individuals, groups, organizations, communities, and colleagues (2.1.3c)		references	standards and APA, but with numerous errors; average references	APA; with minimal errors; good references	standards and APA; few if any errors; great references

Checklist for Interviewing a Client

Engagement	
Intro	

Agency Policy (disclosure of information to supervisor about the case, names do not have to be used and any information about abuse of any kind or a threat to someone's life has to be reported)

Ease into the topic	
Comfort Level	
Posture	
Eye Contact	
Space	
Dress	
Gestures	
Method	
Open Ended Questions	
Reflective and Active Listening	
Confrontation (not too soon)	
Listening	
Empathy	
Clearly Defined Problem	
PIE (Person in Environment) look for the environmental issues	
Comments:	

Bibliography

- Bearse, M.L. (2008). Native Americans: Practice interventions in the Encyclopedia of Social Work. (20th Edition) Oxford University Press.
- Congress, E. (2008). Codes of ethics in the Encyclopedia of social work (20th Edition). Oxford University Press.
- Dore, M.M. (2008). Functional theory: Its history and influence on contemporary social work practice. In *a century of social work and social welfare at Penn.* Philadelphia: Penn University Press.
- Finn, J. (2008). Technology: Technology in micro practice in the Encyclopedia of Social Work (20th edition) Oxford University Press
- Floersch, J. (2008). Social work practice: Theoretical base in The Encyclopedia of Social Work (20th Edition) Oxford University Press
- Freeman, E.M. (2008). Methods of practice interventions in The Encyclopedia of Social Work (20th Edition). Oxford University Press.
- Grant, D. (2008). Clinical social work in The Encyclopedia of Social Work (20th Edition). Oxford University Press.
- Hernandez, V.R. (2008). Generalist and advanced generalist practice in The Encyclopedia of Social Work (20th Edition) Oxford University Press.
- Jordan, C. (2008). Assessment in The Encyclopedia of Social Work (20th Edition). Oxford University Press.
- Longres, J.F. & Aisenberg, E. (2008). Latinos and Latinas: Practice interventions in The Encyclopedia of Social Work (20th Edition). Oxford University Press.
- McNutt, J. (2008). Social work practice: History and evolution in The Encyclopedia of Social Work (20th edition). Oxford University Press.
- Miller, R.L. Jr. (2008). Gay men: Practice interventions in The Encyclopedia of Social Work (20th Edition). Oxford University Press.
- Okitikpi, T. & Aymer, C., eds. (2008). *The art of social work practice.* Dorset, U.K. Russell House Publishing.
- Randall, A.D. & DeAngelis, D. (2008) Licensing in The Encyclopedia of Social Work (20th Edition). Oxford

University Press.

Rasheed, M.N. & Rasheed, J.M. (2008). Family: Practice interventions in The Encyclopedia of Social Work (20th Edition). Oxford University Press.

Reamer, F. (2008). Ethics and values in The Encyclopedia of Social Work (20th Edition). Oxford University Press.

Research Papers – topics to be taken from the Supplemental Textbook:
Essential Skills of Social Work Practice, by Thomas O’Hare

See rubric for research paper.

Group #1 – Chapters 2 & 10 (1st and 2nd papers respectively)

Group #2 – Chapters 6 & 11 (1st and 2nd papers respectively)

Group #3 – Chapters 8 & 12 (1st and 2nd papers respectively)

Group #4 – Chapters 9 & 13 (1st and 2nd papers respectively)

Mississippi Valley State University

Department of Social Work

THE ROLE ALCOHOL PLAYS IN
DOMESTIC VIOLENCE WITHIN ASIAN AMERICAN FAMILIES

A Course Requirement

Presented in Partial Fulfillment
of the Requirements for SOWK 500.01

Social Work Practice I

by

George Washington

August 2012

Search the OWL

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- APA Changes 6th Edition
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Reference List: Basic Rules

Summary: APA (American Psychological Association) is most commonly used to cite sources within the social sciences. This resource, revised according to the 6th edition, second printing of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, 6th edition, second printing.

Contributors: Elizabeth Angeli, Jodi Wagner, Elena Lawrick, Kristen Moore, Michael Anderson, Lars Soderlund, Allen Brizee, Russell Keck

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Your reference list should appear at the end of your paper. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper. Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text.

Your references should begin on a new page separate from the text of the essay; label this page "References" centered at the top of the page (do NOT bold, underline, or use quotation marks for the title). All text should be double-spaced just like the rest of your essay.

Basic Rules

- All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.
- Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work for up to and including seven authors. If the work has more than seven authors, list the first six authors and then use ellipses after the sixth author's name. After the ellipses, list the last author's name of the work.
- Reference list entries should be alphabetized by the last name of the first author of each work.
- If you have more than one article by the same author, single-author references or multiple-author references with the exact same authors in the exact same order are listed in order by the year of publication, starting with the earliest.
- Capitalize all major words in journal titles.
- When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.
- Italicize titles of longer works such as books and journals.
- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.
- **Please note:** While the APA manual provides many examples of how to cite common types of sources, it does not provide rules on how to cite all types of sources. Therefore, if you have a source that APA does not include, APA suggests that you find the example that is most similar to your source and use that format. For more information, see page 193 of the *Publication Manual of the American Psychological Association*, sixth edition.